DOCUMENT RESUME

ED 112 282 CG 010 055

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TITLE Values, Decisions, Careers: A Group Guidance Program for Girls.
PUB DATE [73]
NOTE 15p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975); Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Career Education; Course Organization; Curriculum Guides; *Females; *Goal Orientation; *Group Guidance; Guidance Programs; Occupational Choice; Program Descriptions; Questionnaires; Secondary Education; *Sex Stereotypes

ABSTRACT

This project was designed to use group process techniques in meeting the career development needs of girls and in dealing with the limiting aspects of female stereotyping. The project consisted of 10 one-hours sessions. The objectives were to give high-school girls an opportunity to get to know themselves better, develop an understanding of the limitations of sex-stereotyping, acquire better decision-making skills and appreciate the need for career planning and information. Basic tenets behind the project were: (1) career development is a process not an event; (2) career development is a personal event of great importance--developing an understanding of that unique event was a component of the project; (3) career development is essentially a socially-bound process--the limiting aspects of female stereotyping, the occupational person concept, and the role of personal values were topics; (4) young people experience a great deal of anxiety in connection with career choice but still spend little time in career planning; (5) change is the dynamic condition under which career decisions are being made, thus decision-making skills received special attention; (6) the essence of career development is experience, so role-playing, simulations and gaming were the primary techniques used in the project. (Author)

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VALUES, DECISIONS, CAREERS:

A GROUP GUIDANCE PROGRAM FOR GIRLS

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CS 010 055

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Vocational Development Group
Pre-Test

_____
Name

_____
Grade

1. From the following four sentences please check the one that best describes you.
_____I now have a firm vocational choice.
_____I have several career areas that I am considering.
_____I have a few career areas that I am considering.
_____I have not had time to consider my future career.

2. Please rate yourself (in comparison to other girls that you know) in each of the following areas:

	Poor	Below Average	Average	Above Average	Excellent
a. Understanding of values that may affect your career choice	___	___	___	___	___
b. Knowledge of decision making skills	___	___	___	___	___
c. Knowledge of career opportunities	___	___	___	___	___
d. Understanding of personal interests that may affect your career choice	___	___	___	___	___

3. Which of the following statements do you believe is most true in the United States in 1974.
_____Men and women have equal career opportunities.
_____Men have many more career opportunities than women.
_____Women have many more career opportunities than men.
_____Career opportunities for women are more limited now but the situation is improving.

4. Please list five things valued by you which may affect your career choice.

1._____

2._____

3._____

4._____

5._____

5. From the following list please check the one with which you most strongly agree.
_____All women should plan on being employed full-time for life.
_____All women should plan on combining a lifetime of being a mother/homemaker and having a career.
_____All women should plan on being a mother/homemaker because that is what God intended for them.

(over)

6. Please read the following list of words and check the 10 words which best describe how you feel about yourself.

_____Important	_____Winner	_____Successful
_____Poor	_____Dumb	_____Blast
_____Good	_____Happy	_____Hopeless
_____Nice	_____Awful	_____Dense
_____Sad	_____Neat	_____Gross
_____Weak	_____Failure	_____Hate
_____Sharp	_____Excellent	_____Cool
_____Slow	_____Crummy	_____Lonesome
_____Alive	_____Smart	_____Love
_____Sick	_____Bad	_____Bright

Do not mark more than 10 words.

SESSION I

THE ICE BREAKER: SID SIMON'S NAMETAG

The counselor gives every student an index card (5 x 7) or half sheet of paper. She/he asks every student to write her first name with a magic marker in large letters in the center of the card. There are a variety of things they may be asked to write from this point on. Here are some that we used in this career program:

1. In the upper left-hand corner, write the names of three places anywhere in the United States that you would like to live.
2. In the lower left-hand corner, write the names of three jobs you would hate to do.
3. In the upper right-hand corner, list three poeple who are most important to you.
4. In the lower right-hand corner, list three jobs you would like to do. (Do not consider whether or not you can do them or are qualified.)
5. In the upper center, write the name of the person you admire most.
6. In the lower center, write four words that you think <u>best</u> describes you.
7. Under your name, complete this sentence: "Life is like a cafeteria; when I go in I _____."

The students then fasten their nametags to their clothes with a straight pin. The counselor asks everyone to get up and mill around the room, reading each other's name tags without talking. (NOTE: It is important that the group leader(s) participate in the exercises.)

When the milling about is completed, the girls can be divided into triads where they get to know each other using the nametag. Then everyone can come back to the large circle and, again using the nametag, introduce themselves to the total group.

SESSION II

IMPRINTS

The purpose of Imprints is to emphasize that we are a product of what we hear while we are growing up.

The leader explains that imprints are little sayings we always heard from our parents, relatives, ministers, teachers, scout leaders, etc. After a time, these sayings are imprinted on our brains, and throughout our entire lifes these imprints automatically pop up to fit a situation.

Each sex has a special set of imprints, and the group is asked to share the imprints they have that are expecially pertenant to "being a girl". The leader has newsprint and writes all the imprints on it. We suggest that you keep these imprints taped up around the room until the completion of the ten sessions.

After brainstorming the girl's discussion focuses on how imprints influence their behavior, their attitudes in school, their feelings as females towards males, their career goals, and everything girls think they "should" be like.

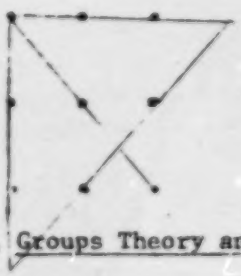
It is important at the end of the session to bring out that imprints are not all bad, but many are positive forces. Even those that we view as "bad" can be turned around and taken advantage of once we understand them.

SESSION III

RIGIDITY AND INFLEXIBILITY IN PERCEPTION*

The group is told the story of the poor Russian laborer (he just happened to be Russian) whose job was to clean out box cars in a railroad yard. One evening during a break, he slipped into an empty freezer car which was being aired out, piled some straw into a corner, and proceeded to catch a few winks. He was awakened when the door was slammed shut by a yard policeman who had not noticed him in the car. Being philosophical about the plight of his life anyway, he decided to record for posterity the process of death as it slowly crept up on him. There appeared to be no escape unless the guards returned unexpectedly before morning. As the night wore on, the notes he scraped on the wall become less and less coherent, his fingers numbed, and his breath came in short gasps. But he continued to write and hoped that his short history of impending death would be of interest. At some point in the early hours of the morning he scratched his last message: "I can no longer grasp this stick, there is no air to breathe...." In the morning, when the heavy door was pulled open, he was found dead, lying there still clutching his stick. The temperature inside was 55 degrees, and there was pelnty of oxygen. The facilitator should let the group mull over the meaning of this event for a few minutes and share the reasons for the unnecessary death and its implications.

Then, she/he indicates that she/he would like the members to solve a rather easy problem, again, by themselves. There are nine dots in a figure (a large and easily readable reproduction should be placed on a blackboard), and it is necessary for the participants to connect all of the dots with <u>four</u> straight lines. At no time are they allowed to take their pencils away from the paper, and they may not retrace any line before beginning the next. Thus, although there are to be four lines (or less), they must be connected with one following after the other. Of course, the lines may cross one anotehr if necessary. The group has 3 or 4 minutes to ponder the problem, and the facilitator then asks for the number who successfully solved it within the given limitations. Usually it can be anticipated that no more than 5 percent will solve it and, often, no one discovers the solution. But why not? Expectations, past perceptions, an ability to move from a limited visual perspective. and a rigid inflexibility in the problem-solving process are a few of the reasons. Just as the Russian worker was able to convince himself that he would die, likewise moving outside the confined limits of the square brought failure in what should have been a simple task.



*Adapted from <u>Instructor's Manual, Groups Theory and Experience</u> by Rodney Napier and Matti Gershenfeld.

SESSION IV

JOSHUA'S BOX

"Joshua in a Box" is a ten-minute animated film that deals with needs, emotions, and values. Joshua's predicament, his attempts to escape, and his emotional responses to frustration can be interpreted in many ways and on various levels.

If the film is unavailable, the leader can introduce the concept that every person alive feels some controls in daily living that hinders her from being what she wants to be. The controls may be a person, a place, an idea, a fear, a hang-up. The controls may be real or imagined. It is of no consequence - if we feel them, they exist. These controls keep us in a box, just like the film character Joshua.

Each student is given a sheet of paper and asked to draw a box. They are to take a few minutes to think and then around each of the four sides of the box, write something that keeps them inside.

After the girls labeled the four sides, they are asked to pick a partner (preferably a girl they do not know very well). They then are given three minutes to share with each other the things that keep them in a box.

When everyone returns to the circle, each girl sits with her partner. Each partner shares something with the group that she learned about the other person.

At the end of the day's exercise, each girl is asked to turn over her paper and complete the sentences:

Today I learned that . . .

Today I was surprised that . . .

SESSION V

TWENTY THINGS I LOVE TO DO*

Most of us spend much time in "activity", and never stop to ask ourselves "Am I really getting what I want out of life?" It seems safe to say that the person who combines what she really wants out of life with what she does for a living has a good chance of having a happy and successful career.

We used the Values Grid to ask the girls to write down the twenty things they most like to do.

Our grid had eleven columns with the following headings:

20 Things	A/P	$5	VO O S	Date	F	M	A/I	CO CR DO	I/O	Rank

1. A = alone
   P = with other people
2. Place on X if the activity cost $5 or more
3. VO = very often
   O = often
   S = seldom
4. Date last participated in the activity
5. Place an X if activity would be on your father's list
6. Place on X if activity would be on your mother's list

7. A = active
   I = inactive
8. CO = collecting something
   CR = creating something
   DO = doing something
9. I = indoors
   O = outdoors
10. Rank the activities in the order that you like to do them

After the student finished the values grid and responded to the questions on the other columns, we asked them to look at one volunteer's list of twenty things and suggest what occupations might be fitting for this girl to consider.

*Adapted from Values Clarification by Sidney Simon.

SESSION VI

JOHN AND MARY

This exercise was originally used in some research about why women fear success. Each girl is given a sheet of paper and asked to write a description of the person they are told about. They are not to ask any further questions. Here is that sentence:

Mary graduated first in her medical school class. She

_____

_____

_____

Students should write no shorter than 100 words and no longer than the front side of one page, depending on the time available. When they finish and description, they are asked to take down the next sentence and do the same thing.

John graduated first in his medical school class. He

_____

_____

_____

Students are asked to split up into groups of threes and trade papers with another group. They are to combine descriptions of their Johns and Marys and then return to the large circle and share their findings.

You may want to have papers already prepared with the first sentence on them, give Mary to half the class and John to the other half - not telling them anyone has a different name.

In the discussion afterwards, touch on what the girls' expectations of the characters were, the stereotyping of a smart girl vs. a smart boy, how they would like to have the image they wrote about, why and how they as females sometimes play dumb, and most important, how ludicrious we are when we put labels and characteristics on people.

Here are some of the responses we found:

Girl #1 - Mary specializes in small children.
John found a cure for cancer.

Girl #2 - Mary works in a Children's Hospital, quit work and got a job in a department store so she had more time to be with her children.
John was a great surgeon.

Girl #3 - Mary was a R.N. at the local hospital.
John was chief of staff.

SESSIO VII

THE STUDENT INITIATED INTERVIEW FORM

Hello,

I'd like to interview you regarding what it's like to be a _____.
I hope you'll feel free to respond to these questions any way you'd like.

1. What types of skills does it take to be a _____?

_____

_____

2. What kind of preparation is needed to become a_____?

_____

_____

3. How long did you prepare to become a_____?

_____

4. Did your preparation prepare you for the actual job? _____

_____

5. What do you do on your job? What are your responsibilities? _____

_____

_____

6. In general, do you like your work?_____

_____

7. What do you enjoy about your work?_____

_____

8. What do you dislike about your work?_____

_____

9. What kinds of things do you think a person should consider when he is choosing a job?_____

_____

10. What do you think are the really important things for a happy life?_____

_____

_____

11. How does your job affect your leisure time?_____

_____

12. What kind of a life does being a _____ offer you?

_____

_____

13. What other things should a person thinking about becoming a _____ consider?_____

_____

Thank you for this opportunity to talk with you.

SESSION VIII

STUDENT WORKSHEET FOR THE X Y Z GAME*

I. Decision number one

Choice (X, Y, or Z)	Reason
_____	_____
	_____

II. Decision number two

Choice (X, Y, or Z)	Reason
_____	_____
	_____

III. Decision number three

Choice (X, Y, or Z)	Reason
_____	_____
	_____

IV. Decision number four

Choice (X, Y, or Z)	Reason
_____	_____
	_____

V. Decision number five

Choice (X, Y, or Z)	Reason
_____	_____
	_____

VI. Decision number six

Choice (X, Y, or Z)	Reason
_____	_____
	_____

*Adapted from Decisions and Outcomes by Gelatt, Varenhorst, Carey, and Miller.

SESSION IX

STUDENT'S WORKSHEET FOR IMMEDIATE JOB CHOICE*

I. You are suddenly out of a job and very much in need of a new one.

Jobs are now very hard to get.

Two jobs are available now. You can have either job!

Two more jobs may be available in two weeks. You are not sure you can have either of these jobs.

II. The two jobs available now are catskinner and spotter.

The two jobs available in two weeks are unknown.

You can decide on the catskinner or spotter job now or you can wait for two weeks to decide on the other jobs.

A. What do you decide now? (Without further information)

_____To take the catskinner job.

_____To take the spotter job.

_____To wait two weeks.

III. Information Seeking

You can select three pieces of information from the following:

(Circle three):

INFORMATION AVAILABLE:

a. Salary of catskinner
b. Salary of spotter
c. Names of two job in two weeks
d. Duties of catskinner
e. Duties of spotter
f. Working conditions of catskinner
g. Working conditions of spotter
h. Duties of first job in two weeks
i. Duties of second job in two weeks
j. Salary of first job in two weeks
k. Salary of second job in two weeks
l. Kind of people you will be working with as a catskinner
m. Kind of people you will be working with as a spotter.
n. Requirements of first two jobs (catskinner and spotter)
o. Requirements of other two jobs (in two weeks)

IV. Information Seeking Decision

a. I chose the following three information items:

1. _____

2. _____

3. _____

b. My reasons for choosing these

1. _____

2. _____

3. _____

V. Job Decisions (after reading information) _____, _____, _____

a. I decided:

_____1. To take the catskinner job

_____2. To take the spotter job

_____3. To wait for two weeks

b. My reason for deciding:

_____

_____

_____

VI. Complete Information

a. Now read the summary data card and decide again:

____1. To take the catskinner job

____2. To take the spotter job

____3. To apply for first job in two weeks

____4. To apply for second job in two weeks

b. Reasons for deciding:

_____

SUMMARY DATA CARD

A. Salary of catskinner	A. $8.50 per hour
B. Salary of spotter	B. $2.50 per hour
C. Names of two jobs in two weeks	C. Door to door salesman & library aide
D. Duties of catskinner	D. Drive a small tractor, dirt mover for road construction
E. Duties of spotter	E. Operate several machines which remove spots in a dry cleaner
F. Working conditions of catskinner	F. Outdoors, eight-hour day, hard labor
G. Working conditions of spotter	G. Inside, good clean plan, 8 hour day, easy
H. Duties of first job in two weeks	H. Selling ads in publication by contacting commercial agencies and clients
I. Duties of second job in two weeks	I. Inside, assisting librarian in cataloging, reshelving, answering telephones, etc..
J. Salary of first job in two weeks	J. First job pays $2.50 per hour plus commission
K. Salary of second job in two weeks	K. Second job pays $2.75 per hour
L. Kind of people you will be working with as a catskinner	L. Mostly men, "hard hats", ages 24-40

M. Kind of people you will be working with as a spotter	M. Mostly women, skilled laborers, ages 30-50
N. Requirements of first two jobs, catskinner and spotter	N. Catskinner: males preferred, strong and mature, good drivers, hard workers Spotter: Females preferred, few absences, intelligent, work alone
O. Requirements of other jobs in two weeks	O. First job: boys or girls, good verbal ability, friendly personality and ability to persuade Second job: boys or girls, good with details, work under supervision, fast with alphabetizing

*Adapted from Decisions and Outcomes by Gelatt, Varenhorst, Carey, and Miller.

SESSION X

PUTTING IT ALL TOGETHER

Session ten should be an open discussion in which the girls reflect on their nine experiences and how they have effected them. You may want to ask the girls to consider three questions:

1. Where are you now in your vocational development?
2. Where do you want to be?
3. How do you get to where you want to be?

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